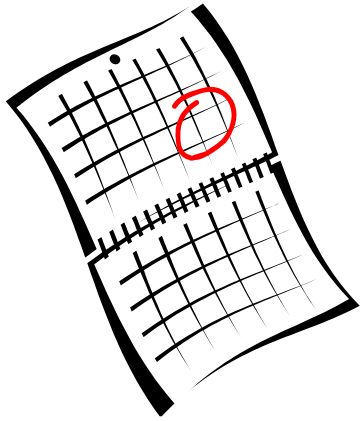


Big6 by the Month

**Delivering Essential
Information Literacy
Learning to All
Students**

Overview



Big6 by the Month

Information literacy that:

- ☑ **reaches all students [comprehensive]**
- ☑ **is measured and reported [accountable]**
- ☑ **is ambitious but doable [manageable].**

Big6 by the Month

A comprehensive and accountable info & tech lit program:

- ☐ **Defined:** Identify essential, “*power*” learning objectives/grade level expectations for each Big6/Super3 skill at each grade level. Link to standards (subject area, Common Core, information literacy, ICT).
- ☐ **Predictable:** Implement a consistent, intentional, monthly program coordinated and integrated with classroom curriculum.
- ☐ **Measured:** Identify assessment criteria, strategies, and evidence for each Big6 grade level expectation.
- ☐ **Reported:** Identify formal reporting mechanisms (to students, other teachers, administrators, parents).

Big6 by the Month Program

ATTRIBUTE	CONTEXT	TASK	RESOURCES
DEFINED	Within the Big6/Super3 Framework	Identify 4-8 GRADE LEVEL POWER OBJECTIVES per Big6/Super3 stage	Various curriculum/standards documents (e.g., Common Core)
PREDICTABLE	Clear monthly emphasis – cross-school, district, and beyond	Coordinate w. school and district calendars/schedules	Big6 website, district/school calendar, state schedule
MEASURED	Connected to classroom assignments, tests, and other tools.	Determine APPROACH, EVIDENCE, and CRITERIA for assessment	TRAILS test, Big6 website
REPORTED	To students, classroom teachers, administrators, parents	Determine FREQUENCY and MODE for each audience	Big6 website



Big6 by the Month

Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**



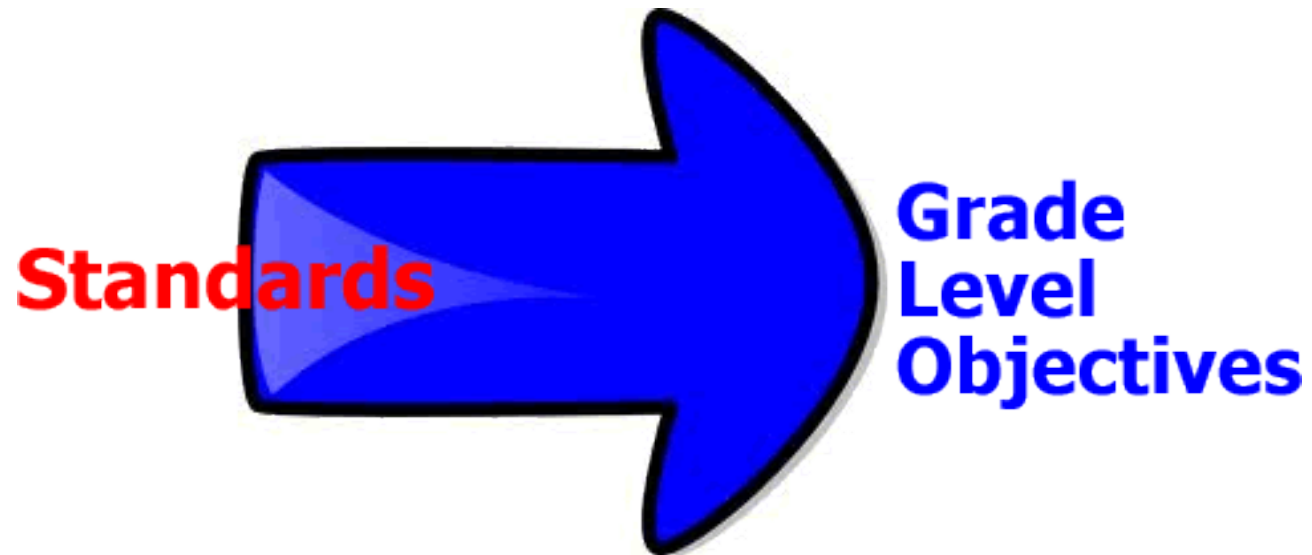
Standards

<i>Know</i> = Content Specific	<i>Able to Do</i> = Process and Performance
Mathematics (facts and formulas)	Problem Solving
Social Studies (names, dates, places)	Problem Solving and Research
Science (facts and formulas)	Inquiry-based
Literature	Reading, Writing, Listening and Speaking

Colet Bartow, Library-Information Literacy Curriculum Specialist, Montana Office of Public Instruction

Big6 by the Month: Overview (2012)

The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com



Information, Communication and Technology (ICT) Literacy Standards

AASL	<i>AASL Standards for the 21st-Century Learner</i>
ACRL	<i>Information Literacy Competency Standards for Higher Education</i>
TRAILS	<i>Tools for Real-Time Assessment of Information Literacy Skills</i>
ISTE	<i>National Educational Technology Standards (NETS-S) for Students</i>

"AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>; "Information Literacy Competency Standards for Higher Education." © 2000. Association of College and Research Libraries. <<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>>, TRAILS: Tools for Real-Time Assessment of Information Literacy Skills <http://www.trails-9.org>, ISTE. *National Educational Technology Standards (NETS-S) for Students*.

Task Definition



ICT Literacy Standards	
AASL	<p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>
ISTE NETS	<p>3a plan strategies to guide inquiry</p> <p>4a identify and define authentic problems and significant questions for investigation</p>

Big6 by the Month (2012) . Compiled by Janet Murray from "AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>; and ISTE. *National Educational Technology Standards (NETS-S) for Students*. "Big6™ Skills Aligned with ICT Literacy Standards" http://janetsinfo.com/Big6_ICTLitStds.htm. The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Resources FAQ The Standards



CCSSO  National Governors' Association 

Common Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

[Learn more »](#)

 Common Standards  State Adoption  Voices of Support

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

CCSS Identifiers Issues Official Identifiers & Metadata Project

[Click here to learn more!](#)

Download the Common Core State Standards

» English Language Arts Standards » Mathematics Standards



Task Definition

Related Common Core Standards

Writing

7. Conduct short as well as more sustained research projects based on **focused questions**, demonstrating understanding of the subject under investigation.

Mathematical Practices

1. Make sense of problems and persevere in solving them:

... **plan** a solution pathway

4. Model with mathematics:

... apply mathematics to **solve problems** arising in everyday life

Defined

- **Key Activity:**

- ❑ Identify 2-4-8 essential, power learning objectives for each Big6/Super3 stage for each grade level.
- ❑ Link to relevant national/state/local standards: info literacy, technology, ISTE, subject area.
- ❑ MAXIMUM power objectives per grade = 8!



Task Definition

Look at ***your*** state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>
and/or the Common Core corestandards.org

Can you find standards related to task definition?

1.1 Define the information problem

1.2 Identify information needed



For each Big6 stage and sub-stage:

Look at **your** state's content standards: <http://www.educationworld.com/standards/state/index.shtml>
and/or corestandards.org Fill in standards related to the Super3/Big6/Little12:

Related Content Standards from the state of _____ <i>For Super3/Big6/Little12 stage:</i> _____	
Content Area	Standard
Language Arts	
Social Studies	
Science	
Information Literacy	
Other:	
Other:	

Month: October Big6 Stage: Task Definition

Grade Level Objectives	Grades				
	Cross-Grade Objective	1	4	8	11-12
	1.1 Define the problem - problem or <i>task identification</i>	A. listen and retell problem or task	B. restate the problem or task in their own words	B. paraphrase task	A. develop and refine a range of questions
	1.1 Define the problem - <i>topic selection</i>	C. listen and retell the topic	A. identify the topic	C. broaden or narrow topic	C. assess whether the problem is too narrow/broad and adjust accordingly
	1.1 Define the problem - <i>keywords</i>	B. retell keywords	C. use task-related vocabulary and keywords	D. identify or generate keywords E. confirm usefulness of keywords	B. formulate and authenticate keywords within the problem
	1.1 Define the problem - <i>setting a plan</i> for information problem-solving	D. listen and retell the steps needed to solve the problem or task	D. formulate questions or steps needed to solve the problem or task	A. formulate steps needed to solve the problem or task	E. appraise depth and complexity of problem

Month:**Big6 Stage:**

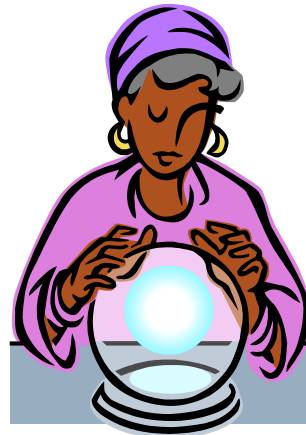
Grade Level Objectives	GRADES						
	Cross-Grade Objective						

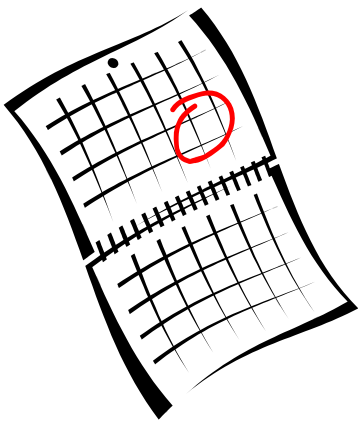
Big6 by the Month



Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**





Big6 by the Month

2012-2013

Sept: Overview of the
process

Oct: Task Definition

Nov: Info Seeking
Strategies

Dec: Location &
Access

Jan: Use of Info

Feb: Revisit and
Reflect

Mar: Synthesis

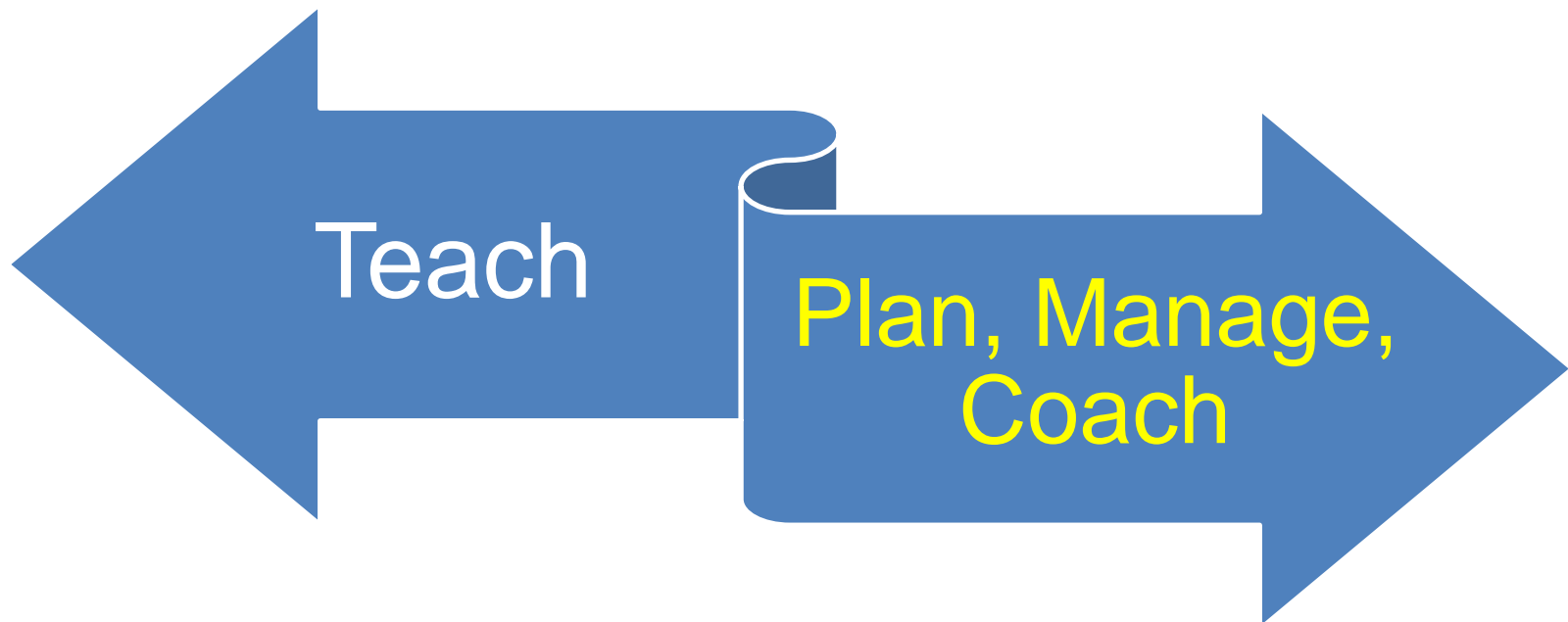
Apr: Evaluation

May: Culminating
Activities

Predictable – Planning Actions

- **Determine your approach – roles of teacher-librarians, technology teachers, peer coaches, classroom teachers.**
- Plan related to school/district calendar, schedule, organization of the school.
- Determine the scope of the monthly program.
- Connect to classrooms, subject areas, assignments.
- Identify 1-2 major assignments by grade/teacher.
- Develop targeted lessons and units.

Roles in Info & Tech Skills Instruction



Alternative Roles/Approaches

Position	Delivery-Centered	Management-Centered
Teacher-Librarian Technology Teacher	<ul style="list-style-type: none"> • Teach lessons/mini-lessons to students. • Coordinate instruction with classroom assignments (and curriculum). • Assess student performance. • Report instruction and learning. 	<ul style="list-style-type: none"> • Plan & manage instruction. • Coach and advise classroom teachers. • Provide lessons/mini-lessons to classroom teachers. • Coordinate assessment and reporting with classroom teachers. • Document and report instruction and learning.
Peer Coach	<ul style="list-style-type: none"> • Model and teach lessons/mini-lessons to students. 	<ul style="list-style-type: none"> • Coach and advise all teachers on Big6 instruction and assessment. • Provide lessons/mini-lessons and assessment strategies. • Advise and coach on reporting.
Classroom Teacher	<ul style="list-style-type: none"> • Identify relevant content curriculum and assignments. • Teach lessons/mini-lessons to students. • Assess student performance. • Report student learning. 	<ul style="list-style-type: none"> • Plan and manage learning for students. • Coordinate instruction with TL, Tech Teacher, or others. • Determine and implement assessment and reporting approaches.

Predictable – Planning Actions

- Determine your approach – roles of teacher-librarians, technology teachers, peer coaches, classroom teachers.
- Plan related to school/district calendar, schedule, organization of the school.
- Determine the scope of the monthly program.
- Connect to classrooms, subject areas, assignments.
- Identify 1-2 major assignments by grade/teacher.
- Develop targeted lessons and units.

Big6 by the Month: OVERVIEW - Page 23 of 40

Annual Grade Level Plan

Grade: _____				
Month	AGENDA Super 3/Big6	Stage	GRADE LEVEL OBJECTIVES	CLASSROOM ASSIGNMENTS/UNITS
Sept	Overview: the process			
Oct	PLAN Task Definition	1.1 1.2		
Nov	PLAN Info Seeking Strategies	2.1 2.2		
Dec	DO Location & Access	3.1 3.2		
Jan	DO Use of Information	4.1 4.2		
Feb	Revisit/Reflect			
Mar	DO Synthesis	5.1 5.2		
Apr	REVIEW Evaluation	6.1 6.2		
May	Culminating Activities/Events			

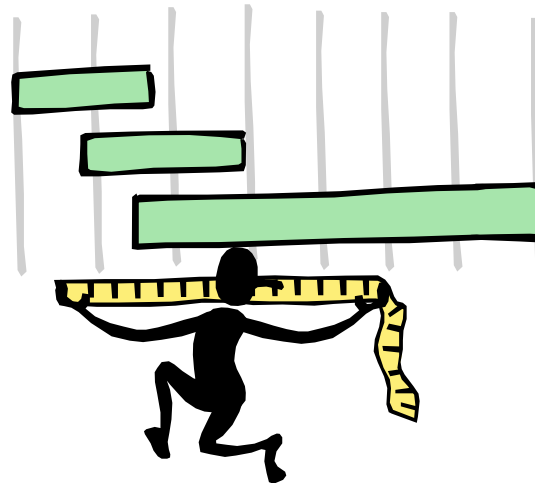
SAMPLE Annual Plan

Grade: 4				
Month	AGENDA Super 3/Big6	Stage	GRADE LEVEL OBJECTIVES	CLASSROOM ASSIGNMENTS/UNITS
Sept	Overview: the process		The Big6 process - in everyday life - in assignments	
Oct	PLAN Task Definition	1.1 1.2	Recognizing tasks and assignments Select a topic from a list of choices	
Nov	PLAN Info Seeking Strategies	2.1 2.2	Choose from a range of resources Access libraries (print and online) to seek info for personal interest	
Dec	DO Location & Access	3.1 3.2	Use search engines (Google and article search)	
Jan	DO Use of Information	4.1 4.2	Extract facts from reading and media	
Feb	Revisit/Reflect			
Mar	DO Synthesis	5.1 5.2	Put facts in a logical order Use technology tools for presentation	
Apr	REVIEW Evaluation	6.1 6.2	Apply criteria Describe the process	
May	Culminating Activities/Events		Complete a major subject area assignment	

Big6 by the Month

Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**



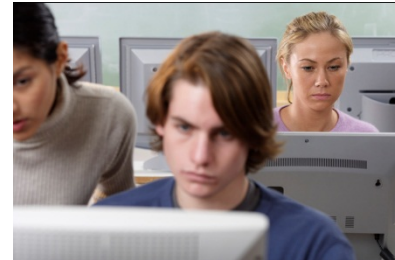
Measured

- **Consider and select monthly assessment approach**
 - review the defined grade level objectives that have been taught
 - » Select **evidence** to use for assessment from the range of student work
 - » Determine **criteria** to apply to evidence.
 - » Consider efficiency as well as effectiveness.
 - » Revise as necessary to improve practice for next year.
- **Consider how to provide summative approach to measure and report what has been learned.**

Formative Assessment

Assessment *FOR* Learning

- Purpose: To provide ongoing feedback to improve learning
- Timing: *During* the learning segment



(Burke, Kay. *Balanced Assessment: From Formative to Summative*. Bloomington, IN: Solution Tree, 2011)

Summative Assessment

Assessment *OF* Learning

- Purpose: To evaluate final efforts to prove learning.
- Timing: *At the end of* the learning segment



(Burke, Kay. *Balanced Assessment: From Formative to Summative*. Bloomington, IN: Solution Tree, 2011)

Evidence

- ☐ **Portfolios**
- ☐ **Classroom assignments**
- ☐ **Worksheets**
- ☐ **Written work/reports**
- ☐ **Lab reports**
- ☐ **Observation Checklists**
- ☐ **Tests**
- ☐ **Self assessments**
- ☐ **Video/audio reports**

Criteria

- ☐ **Completeness**
- ☐ **Frequency of Display**
- ☐ **Depth of Understanding**
- ☐ **Accuracy**
- ☐ **Logic**
- ☐ **Organization**
- ☐ **Creativity/Insight**
- ☐ **Relevance**
- ☐ **Credibility**
- ☐ **Sources (number, type, range, quality)**



TRAILS

Tool for Real-time
ASSESSMENT of INFORMATION LITERACY Skills

HOME
ABOUT TRAILS
HOW TRAILS WORKS
MY ACCOUNT
Sign In
Create an account
FAQs
Related Resources
CONTACT US

Sign In

- for Library Media Specialists & Teachers

Cookies must be enabled for the sign-in feature to work.

E-mail:

Password:

☐ Remember me on this computer.

[Forgot your password?](#)

Welcome back to a new school year!

Preparing your students for college? In addition to TRAILS-12, take a look at our sister site—Transitioning to College (T2C) at <http://www.transitioning2college.org>. T2C provides resources for both students and librarians about the college experience.

Check out the TRAILS wiki (<http://trails-informationliteracy.wikispaces.com>)

Join us on Twitter at [TRAILS InfoLit](#) and become a TRAILS fan on our [Facebook](#) page.

TRAILS is a service of Kent State University Libraries.

Wiki Table of Contents

1. [Home Page](#)
2. [Getting Started With TRAILS](#)
3. [Helpful Tips When Using TRAILS](#)
4. [Lesson Plans](#)
5. [Feedback on TRAILS](#)
6. [Helpful Resources for Educators](#)
7. [TRAILS Scholarly Publications](#)





TRAILS Tool for Real-time
ASSESSMENT of INFORMATION LITERACY Skills

“a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards.”

www.trails-9.org/



TRAILS

Tool for Real-time
ASSESSMENT of INFORMATION LITERACY Skills

7 (6th grade) You have to write a social studies report that requires you to use a primary source. Which of the following groups is an example of only primary sources?

CHOOSE ONE ANSWER.

- ☐ Textbooks, biographies, videos, periodicals
- ☐ Letters, photographs, diaries, sketchbooks
- ☐ Almanacs, biographies, encyclopedias, periodicals
- ☐ Letters, textbooks, historical fiction, bibliographies

6 (6th grade) Your social studies teacher assigns a two-page research paper. You are to write about a famous person from history whom you think changed our country. Read the topic statement below.

President John F. Kennedy and his promise to put a man on the moon changed our country.

Decide if the topic would be a Good Topic, a Topic Too Narrow, or a Topic Too Broad.

CHOOSE ONE ANSWER.

- ☐ Too Narrow
- ☐ Too Broad
- ☐ Good Topic

2 (9th grade) If you were using the Internet or a database, which of the following search phrases would find information on either of these two terms: "Hurricanes," "Florida"?

CHOOSE ONE ANSWER.

- ☐ Hurricanes not Florida
- ☐ Hurricanes and Florida
- ☐ Hurricanes or Florida
- ☐ Hurricanes but Florida

www.trails-9.org/samples2.php?page=works

TRAILS Categories & Big6



TRAILS Tool for Real-time ASSESSMENT of INFORMATION LITERACY Skills

HOME
ABOUT TRAILS
HOW TRAILS WORKS
Steps to Using TRAILS
Ideas for Using TRAILS
Sample Items
Categories
MY ACCOUNT
FAQs
Related Resources
CONTACT US

Categories

1. Develop topic

Develop focus. Recognize the hierarchical relationships of broader and narrower topics. Identify individuals to help you focus a topic. Identify manageable topics based on the parameters of an assignment.

2. Identify potential sources

Understand the types of containers in which information is housed (ex: different types of libraries, books, databases, online catalogs, primary sources, etc.) and the types of information that can be found within each type of container. Understand the roles and limitations of differing types of information sources (encyclopedias, atlases, dictionaries, etc.) and finding tools (research databases, online catalogs, bibliographic citations, people, etc.). Select the most productive information sources and finding tools to address a given information need.

3. Develop, use, and revise search strategies

Understand how to use a given type of information container in order to retrieve information (ex: index and table of contents in a book, an online catalog, etc.). Select search terms. Develop a search strategy for the topic appropriate to a given finding tool. Understand how to use Boolean operators. Revise search strategies when too few, too many, or irrelevant results are returned.

4. Evaluate sources and information

Recognize bias. Differentiate between fact and opinion. Determine the accuracy, authority, coverage, currency, and relevancy of information and/or information sources.

5. Recognize how to use information responsibly, ethically, and legally

Recognize how to paraphrase correctly. Understand the concept of intellectual property (especially copyright, fair use, and plagiarism). Understand the concept of intellectual freedom. Create bibliographies and parenthetical citations according to an appropriate style manual.

1. Task Definition

2. Information Seeking Strategies

3. Location & Access

4. Use of Information

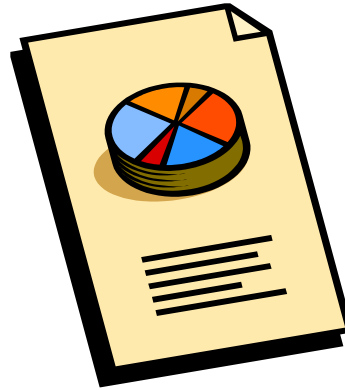
5. Synthesis

6. Evaluation

Big6 by the Month

Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**



Reported

Audience

- ✓ ***Students***
- ✓ ***Other Teachers***
- ✓ ***Administrators***
- ✓ ***Parents***
- ✓ ***Public***

Options

- ☐ **Grades on assignments**
- ☐ **Monthly/quarterly reports about student performance**
- ☐ **Monthly/quarterly reports on the program**
- ☐ **Report card grades**
- ☐ **Displays of student work**
- ☐ _____

Summary

- Information literacy is too important to be partial or arbitrary.
- Information literacy *is* an essential curriculum program.
- The comprehensive, 21st century information literacy program must be:
 - ✓ **Defined**
 - ✓ **Predictable**
 - ✓ **Measured**
 - ✓ **Reported**
- *Big6 by the Month* provides the conceptual and practical foundation for planning and delivering the comprehensive information and technology literacy program.

▼ Big6 by the Month

OCTOBER - Task Definition

NOVEMBER - ISS and L&A

DECEMBER - Revisit and Reflect

JANUARY - Use of Information

FEBRUARY - Synthesis

MARCH - Revisit and Reflect

APRIL - Evaluation

MAY - Culminating Activities

Overview

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Join the conversation on the
Big6 by the Month
[Discussion Board](#)

Join Us for Monthly Webinars:

Big6 by the Month Webinar Series

<http://bit.ly/Big6byMonth>

Participate:

Google Site

<http://sites.google.com/site/big6xthemonth>

Google Discussion Group

<http://groups.google.com/group/b6month>



Big6 by the Month **Useful Web Resources**

The Big6 Associates, LLC <http://www.big6.com>

Big6 by the Month Webinar Series
<http://bit.ly/Big6byMonth>

Google Site <http://sites.google.com/site/big6xthemonth/>

Google Discussion Group <http://groups.google.com/group/b6month>



Your Next Steps

- ✓ **Commit to a comprehensive and accountable information and technology literacy program: **Big6 by the Month.****
- ✓ **Communicate and explain to students, other teachers, administrators, and parents.**
- ✓ **Develop plans for next year.**
- ☐ _____
- ☐ _____
- ☐ _____
- ✓ **Do it!**